DOCUMENT RESUME

ED 090 673 88 EA 006 124

AUTHOR	McCall, Michael K.; And Others
TITLE	SCHOOLSITE: A Game of Conflict Resolution in School Facilities Planning.
INSTITUTION	Chicago Board of Education, Ill. Dept. of Facilities Planning.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
BUREAU NO	71-7619
PUB DATE	72
GRANT	OEG-5-71-0078(290)
NOTE	88p.; Related documents are ED 082 284, ED 083 693, ED084 659, ED 084 681 and 682, ED 085 833, EA 005 947, EA 006 123, and EA 006 125-127
EDRS PRICE	MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS	Bibliographies; *Conflict Resolution; *Educational Games; *Facility Planning; Game Theory; Role Playing; School Planning; *Simulation; Simulators; *Site Selection
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; *Simu School

ABSTRACT

This report provides a general introduction to educational gaming and describes a simulation game developed primarily as a teaching device in the training of educational facility planners, but also beneficial for administrators, students, and community leaders. Objectives of the game are to sensitize players to issues and opinions outside their normal frame of reference, portray the complexity of planning issues, and teach that, because of the problems associated with complex and controversial social processes such as educational facilities planning, an acceptable solution can only be reached by cooperation. The game, therefore, emphasizes skills necessary to achieve cooperation, the ability to communicate constructively, and a willingness to compromise one's beliefs for the common good. An extensive bibliography is provided which is divided into general works on simulation and a select list of games pertinent to the educational facilities planning process. (Author/MLF)

A GAME OF CONFLICT RESOLUTION IN SCHOOL FACILITIES PLANNING

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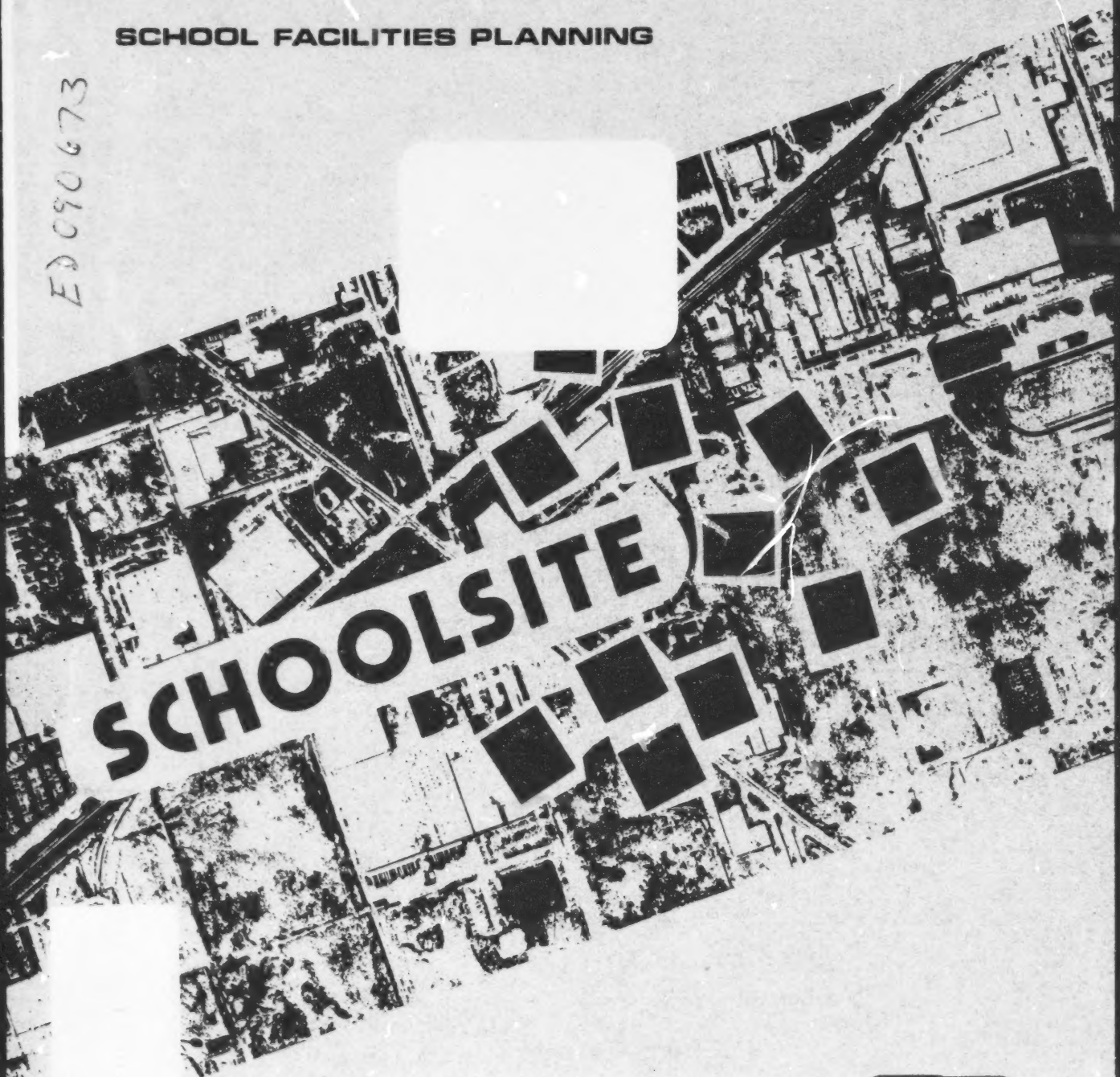


CHICAGO PUBLIC SCHOOLS
JAMES F. REDMOND,
GENERAL SUPERINTENDENT

ED 090673

The work reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

SCHOOLSITE:

A Game of Conflict Resolution in School Facilities Planning

by

Michael K. McCall
Department of Geography
Northwestern University

G. Scott Rutherford
Department of Civil Engineering
Northwestern University

Margaret Skutsch
Department of Industrial Engineering
Northwestern University

Project Simu-School: Chicago Component

Funded by:
U.S. Office of Education
ESEA Title III, Section 306
Grant OEG-5-71-0078 (290)
Project 71-7619

Joseph P. Hannon
Project Director

Simu-School: Center for Urban Educational Planning
Chicago Board of Education
28 East Huron Street
Chicago, Illinois 60611

1972

FOREWORD

Modern-day educational planners face an extremely difficult task of providing quality education to large masses of students in view of decreased revenues, soaring costs, shifting populations and changing educational programs. Such a challenge requires that a far greater emphasis be placed on planning for schools than has been the case to date and necessitates the development of improved techniques specially designed for educational planning.

Project Simu-School is intended to provide an action-oriented organizational and functional framework necessary for tackling the problems of modern-day educational planning. It was conceived by a task force of the National Committee on Architecture for Education of the American Institute of Architects, working in conjunction with the Council of Educational Facility Planners. The national project is comprised of a network of component centers located in different parts of the country.

The main objective of the Chicago component is to develop a Center for Urban Educational Planning designed to bring a variety of people--laymen as well as experts--together in a joint effort to plan for new forms of education in their communities. The Center is intended to serve several different functions including research and development, investigation of alternative strategies in actual planning problems, community involvement, and dissemination of project reports.

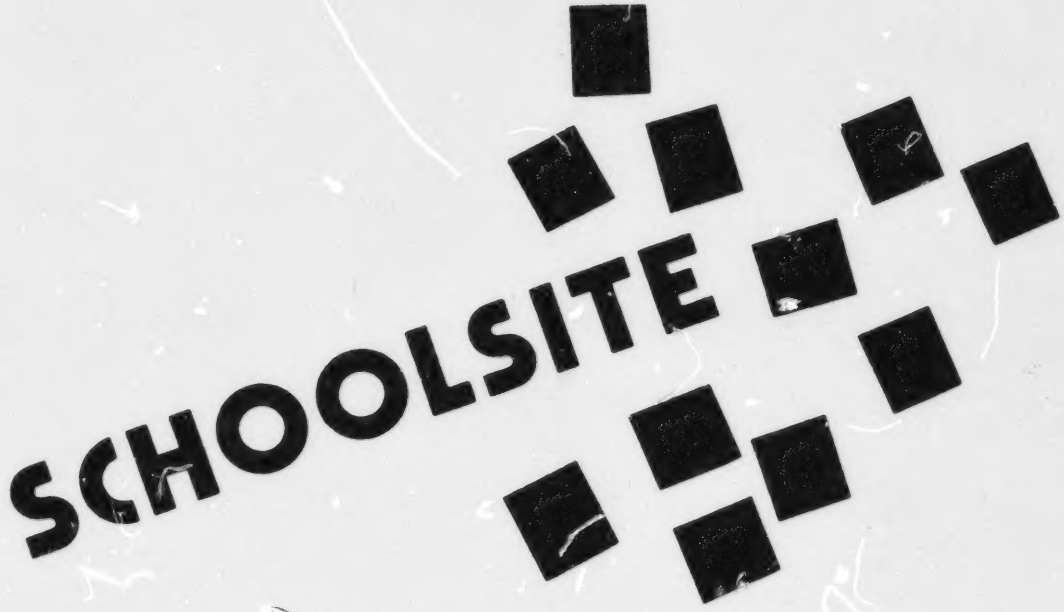
This report provides a general introduction to educational gaming and describes SCHOOLSITE, a simulation game of conflict resolution in planning educational facilities. During the past few years, games have become widely accepted as valuable educational devices. They have been extensively utilized in strategic planning, business management, and social studies. However, their use in the field of educational facilities planning has been quite limited and there is a dearth of games specially designed for facilities planning. SCHOOLSITE was developed in order to help bridge this gap. It is hoped that the game will be of some use in making community representatives aware of different points of view as well as in the training of high school and college students interested in urban problems.

Ashraf S. Manji
Project Manager

ACKNOWLEDGMENTS

The preparation of SCHOOLSITE was undertaken specifically for Project Simu-School of the Chicago Board of Education. During its development, a number of individuals provided the necessary overall direction. Thanks are due to Edward Bredzek, Lutaf Dhanidina, Jack Feldballe, Nora Fling, Carolyn Goshen, Joseph Hannon, Donald Leu, and Tom Teraji for all their assistance. In particular, the guidance and encouragement provided by Ashraf Manji were indispensable at all stages of the development of the game.

We would also like to thank all the people who participated in testing the game. They contributed many valuable ideas and greatly helped to make the task stimulating and enjoyable. We are particularly indebted to Robin Flowerdew and Donald Altman for their continual interest in the game and for their willingness to help out at all times. Robin Flowerdew has also been invaluable in the preparation and editing of the final version.



PART I,
INTRODUCTION

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PART I

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Note

The simulation game SCHOOLSITE is comprised of the following parts:

Part I, Introduction, is a general statement on educational gaming and outlines the objectives, design and structure of the SCHOOLSITE game. It should enable the potential user of the game to discover whether SCHOOLSITE fits his particular needs.

Part II, Director's Manual, describes SCHOOLSITE in detail and is particularly meant for people who will be directing the game. Directors should also read Part I.

Part III, Player's Manual for School Board Members; Part IV, Player's Manual for Non-School Board Members, and the Role Profiles are for players in the game. Players should not have access to Part II, but if time is sufficient, reading Part I would add to the value of playing the game.

In conducting a game play, it is necessary to make three copies of Part III and eight copies of Part IV and hand them out to the appropriate players.

AN INTRODUCTION TO EDUCATIONAL GAMING

The use of games for serious instruction is by no means new. Techniques of war gaming have been developed over centuries primarily to assist the training of professional soldiers. Fortunately, however, the value of games is not restricted to the art of war. In the last two decades there has been considerable interest in our schools and universities in developing games as curriculum aids for various academic fields. Games have been particularly successful in training students to make decisions in complex systems under conditions of uncertainty. Perhaps for this reason, games seem to have been developed primarily for use in management training, urban planning, and social studies.

In general, management games have been developed to give the business student experience in dealing with competition in a simulated market. Players make decisions about budgets, loans, advertising, research and development, expanding markets, and increasing productivity, all in an attempt to increase profits.

On the other hand, urban planning games usually deal with decisions about optimal locations of various land uses in a city, and with the political consequences of such decisions. Players may take on the roles of persons who might be active in this sort of decision-making. They could be aldermen, city engineers, or preservation groups.

Social studies games are particularly popular in high school and junior high school. Many of these games show the student the position of minority groups in society; others are concerned with simple economic and political concepts. These games are valuable because they help to increase social

awareness, rather than teach a particular strategy as do management and urban planning games.

Considering the wide range and potential of games used as teaching devices, it is remarkable that relatively few have been designed for Educational Systems Planning. Management, urban planning, and social studies games may be marginally relevant to the training of educational planners, but games dealing with the problems of a school system itself would be more useful.

The advantages of using games as learning devices

Games provide a dynamic dimension to decision-making. Games can make situations come alive. The state of the game changes constantly as a result of successive decisions made by the players. In this respect games are sharply different from case studies of real world situations. Games also provide objective feedback to the player in response to his actions. Decisions are transformed into changes by which the player may assess his performance. He may continually adjust his behavior and receive feedback on the effect of his strategy on the state of the system. At the same time, the player is protected from real world consequences of his actions, and need not fear that mistakes made during the game will have dire effects in the real world.

The ability to use a single game several times under exactly the same circumstances is another advantage of gaming. New strategies of different kinds may be tried out and compared. Thus, the game provides its own controlled experiment. At the end of a game, many players are heard to say, "If I could do it again, I would do such and such." Games allow this repetition, unfortunately so rarely available in real life.

Games deal with interacting systems. These systems provide the student with an overview and an integrated approach to practical problems. At all times, the player is forced to consider all aspects of the various functions within the system. Games are particularly useful in helping the player make the mental link between short- and long-term effects of decisions, as for example when dealing with a limited budget. The player is also forced and encouraged to consider the other persons in the game. It is a rare game that does not rely on cooperation between players for a winning strategy. Games are frequently used as icebreakers and help to build skills of successful teamwork.

The value of games is not restricted to the play itself. The debriefing session is an important and integral part of the learning process. Players may exchange views, opinions and ideas. They may also find time to consider the accuracy of the game in portraying the real world situation, and discuss the importance of the various assumptions. Few games even attempt to portray an accurate picture of the real world. A semblance of truth and concentration on a limited number of aspects may be all that is required. An essential part of the educational process of games comes after playing the game once or several times when students have the opportunity to make a critical analysis not only of their own performance, but of the game as a whole.

The operational design of games

Games are designed to use one of a limited number of media. Computer games are used where large and complex systems are to be simulated, and where considerable amounts of information must be processed automatically during the game. Role playing games are often simpler. The players interpret the personalities which they are assigned. Finally, board games tend to be

games of chance, with all the necessary information packaged into the game.

Each medium has advantages and disadvantages. Computer games, for example, are capable of handling large amounts of data. The computer may generate events and activities throughout the game, to which players must respond, or it may act merely as an information retrieval system. Computer games may be designed to be lifelike in their complexity, and may therefore be exciting to play. The disadvantages of computer games are that they are very expensive to build, and once built, they are highly inflexible. Not only is a technical staff required to make even minor changes, but also software systems are usually incompatible between different computers. Thus, it may be virtually impossible to transfer the game away from its home base. Role playing games, on the other hand, require little in the way of equipment. They rely largely on the resources and imagination of the players. They are particularly useful in situations where the element of personal interaction is important to decision-making.

A critical evaluation of the educational value of games

While enthusiasm for the use of games as educational tools is universal, few studies have been made on the effectiveness of games in teaching. This is probably due to the comparatively short history of games in educational institutions, and to the general difficulties of making evaluative studies of this nature. Certainly it would be unwise to press for rigorous evaluation until we are more aware of the purposes and potentials of games. Nevertheless, a few studies are quoted here representing work that has been done.

At the University of Maryland, experiments with management games indicated

that games increased both learning and the level of motivation.[1] One study on successful managers correlated good game performance with good managerial performance.[2] Another study indicated that although the level of student interest in simulation games is greater than in regular classroom work, learning rate, information retention, critical thinking and attitude were not significantly changed by the use of simulation exercises.[3] There are, of course, other educational problems associated with the use of games; for example, it is difficult to measure an individual's progress. In addition, the possibility exists that game players will transfer game-learned strategies directly to the real world. This may not necessarily be a good thing, since the game situation often encourages excessive risk-taking. It is fairly clear, however, that games are highly motivating, popular, and probably actively beneficial to the students. The choice of a game will depend largely on the educational atmosphere, the kinds of students, and the subject area to be covered.

THE DESIGN AND DEVELOPMENT OF SCHOOLSITE

SCHOOLSITE is a role-playing game of conflict identification and resolution in educational facilities planning. It was specially designed for Project Simu-School of the Chicago Board of Education. The game was primarily developed as a teaching device in the training of educational facility planners, but administrators, students, and community leaders would also benefit from playing it.

The need for this type of tool in the training of planners stems from

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[1]Raia, Antony, "Study of the Educational Value of Management Games," *Journal of Business*, IIIIX (July 1966).
[2]Churchill, N. and R. M. Cyert, "Experiments in Management Training," *Journal of Accountancy*, CXXI (Fall 1966).
[3]Cherryholmes, Cleo, "Some Current Research on the Effectiveness of Educational Simulations," *American Behavioral Scientist*, X (October 1966).

changes in planning philosophy over the last two decades. Whereas planning goals were at one time directed towards some definite economic or social utopia, the current trend is to accept and even incorporate the concept of uncertainty in human affairs. A practical result of this new thinking is that planners no longer believe that they or economic experts have a monopoly on good judgment. Public participation is now a fact, at least in planning education. It is accepted that the average citizen has some sensible notions on what is good for him, and that these should be listened to. Role-playing games such as SCHOOLSITE are designed to make planners aware of the needs and aspirations of the public by the simple expedient of "acting out" representative roles in some planning controversy.

A second change in the philosophy of planning is the increased priority given to systems analytic approaches. The interest of the planner no longer ends with the design of the facility itself or its immediate surroundings. The contemporary planner is becoming increasingly cognizant of the total environment. Such planning requires the formation of a systematic model which can include both ecological implications and social and economic externalities. This idea of a planning decision and its execution as a complex system is brought out in the post-game analysis, an integral part of role-playing exercises, during which the players discuss their widely differing goals and how the progress of the game affects their attainment.

The objectives of SCHOOLSITE

The objectives of the game follow directly from the two concepts identified above as belonging to the new approach to planning. Its principal aim is to sensitize players to issues and opinions outside their normal frame of reference. Thus, we follow the first rule--that public participation in

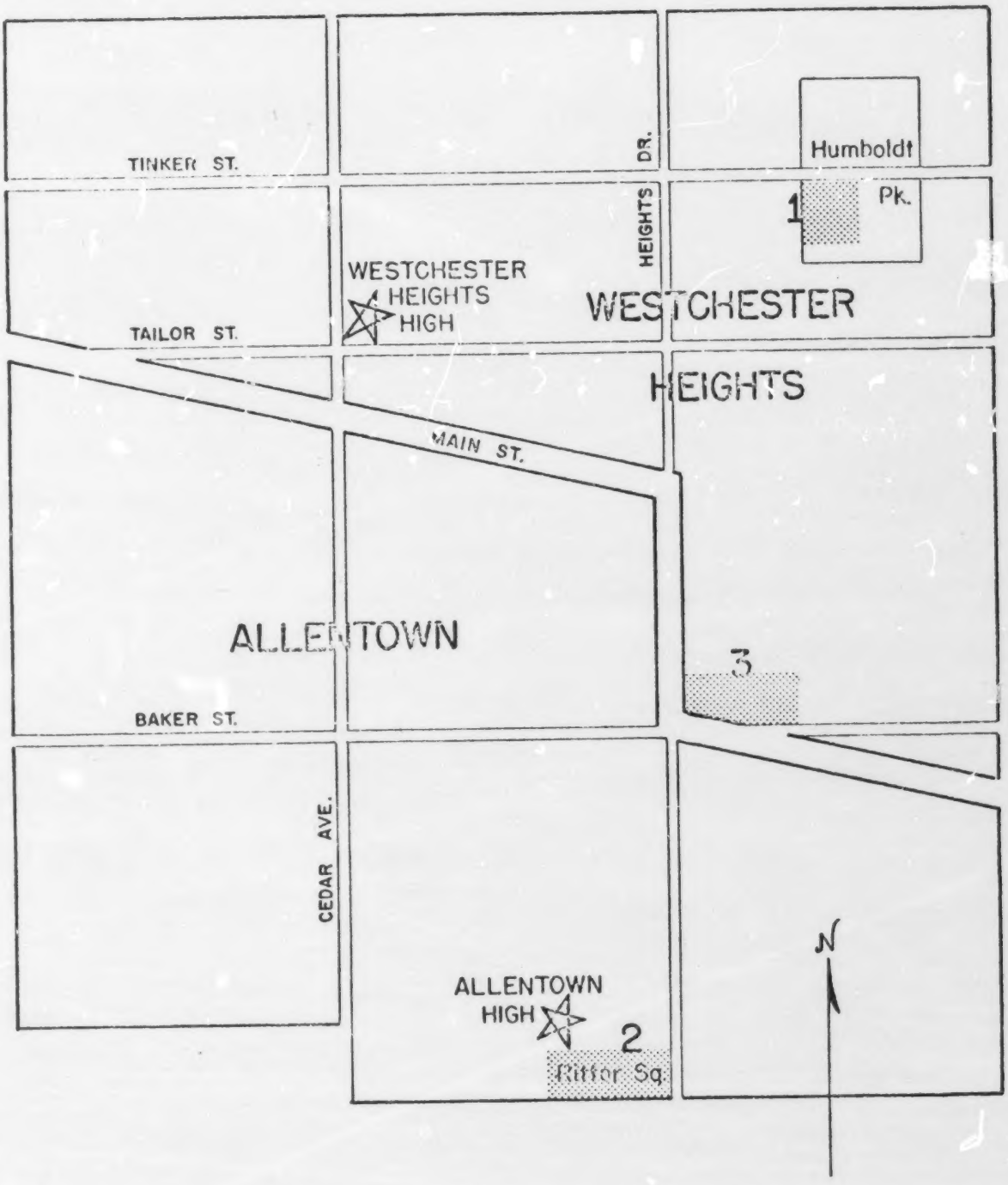
planning is highly desirable. Through SCHOOLSITE, potential planners become aware of the conflicting values, philosophies, and goals which are the elements of any planning controversy. Thus, they are encouraged to include the public in their decision-making. Similarly, through exposure to the game, community leaders, hopefully, become more sympathetic to the problems facing facility planners, and at the same time, more sensitive to opposing points of view.

The second objective of SCHOOLSITE is to portray the complexity of planning issues. This complexity is the result of many discordant forces, which include both social and institutional pressures and hidden economic or ecological side effects. SCHOOLSITE, therefore, is designed to demonstrate that simple, quick solutions can seldom be attained.

The third objective of SCHOOLSITE is to teach that because of the problems associated with complex, controversial social processes such as educational facilities planning, an acceptable solution can only be reached by cooperation. SCHOOLSITE, therefore, emphasizes two skills necessary to achieve cooperation: the ability to communicate constructively and willingness to compromise one's beliefs for the common good. The value of these skills is emphasized throughout the game, for SCHOOLSITE cannot end satisfactorily unless a solution having majority support is found.

A brief description of SCHOOLSITE

An educational game is a simplified model designed to focus on particular principles and concepts found in a real world situation. These must then be communicated to its players with a minimum of extraneous information. Thus, a game must be like a caricature; it must simplify a problem, but always retain its interesting aspects. If the audience becomes bored, the



SCHOOL DISTRICT 11

PROPOSED SCHOOL SITES

game loses its teaching power.

The simulation game SCHOOLSITE is set in a School District in an imaginary city. The District is divided by an arterial into racially and socially distinct neighborhoods: Westchester Heights to the north comprising mostly well-to-do whites and Allentown to the south of Main Street comprising lower- and middle-class blacks. Both areas have high schools drawing students from within the neighborhood. The game begins with a report from a consulting firm detailing the conditions of the two existing schools. Briefly, Westchester Heights High needs replacement because of extreme deterioration from years of neglect, whereas Allentown is in need of an additional school because of overcrowding. The report also estimates costs of three alternative solutions to the siting problem: (1) a new school in Westchester Heights at a cost of $7.2 million, (2) a new school in Allentown at a cost of $8.2 million, and (3) a school on Main Street which would draw students from both neighborhoods, at a cost of $10.4 million. The size and high land prices account for the added cost of the Main Street school.

The final site decision is in the hands of the three local School Board members, but their solution is governed by the reactions of the other players of SCHOOLSITE. These players are the principals of the two existing schools, two PTA leaders, and four other members of the public: a black radical, a newspaper editor, an alderman, and a white conservationist. Having been given the report, the School Board must reach a decision on a site. It is constrained in terms of time, money, and the different community interests and social priorities of its members. Naturally, the other role players vigorously pursue their own objectives as they relate to the new school. The players of SCHOOLSITE must recognize their differences

of opinion and reach some satisfactory compromise. The way to achieve this is through a bond-issue referendum on any specific proposal which must pass by a simple majority of six to five to end the game.

The game proceeds as a series of time intervals which represent "game-weeks" during which the players attempt to persuade others into supporting a particular solution. The stand to be taken by each player is outlined in his role profile which tells the player who he is and what he believes in by means of background personal description. The profiles of the actors in the game are designed such that a compromise solution cannot be reached immediately. A brief description of the roles included in SCHOOLSITE is provided in the following section.

Public images of players in the game

Larry Andersson has been the Editor of the Examiner, a local newspaper for the past four years. A liberal-minded man whose beliefs are reflected in his paper; his disclosures have embarrassed some members of the city's establishment. He is not sympathetic to black extremism, and hopes for a future of harmonious racial cooperation. A firm believer in the power of the pen.

Mrs. John Barrington is President of Good Neighbors, a residents' group in Westchester Heights. Her husband is in the real estate business. She is a member of two Westchester Heights country clubs, and a leading light in the society pages of the Examiner. Independently wealthy and politically conservative, she, nevertheless, appears to have business contacts in both communities.

Lincoln Brown founded the Black Nation, an active militant group dedicated to promoting the black cause. They have had some small, but significant,

successes against businessmen and landlords in Allentown. Brown first became known as a gang leader, but has worked successfully with the city establishment in implementing federal programs. He is supposed to have political ambitions of his own.

Shirley Cromwell is a black educationalist on the School Board. She does not have much contact with communities in Westchester Heights and Allentown, but is known to be a liberal.

John Cunningham is President of Westchester Heights PTA. Member of the local Rotary, and Veep of an insurance company, he is known for his determination, loyalty, and sterling personal qualities. He is no intellectual, but he can be relied upon to work for the values of the community. His son will be on Westchester Heights' football team.

Mrs. Dora Ferguson is President of Allentown PTA. Not known as politically inclined, she joined her PTA through a genuine sympathy for children and their educational needs. She represents the stable black middle class.

Al Moroney is Alderman for the whole area and has been for the last sixteen years--"A self-perpetuating institution." At one time he would work only for the white population, but has since become cognizant of the changing nature (i.e., color) of his constitutents. He is noted more as a politician and a diplomat than as a man of unbending principles.

Patrick O'Connor is the new Superintendent of Schools. He is personally rather distant, ambitious, and a hard worker; fights hard for efficiency within his own department. As Superintendent, he has three problems: to find a quick solution, to please all parties involved, and yet to strive for the most economical solution.

Jesse Sampson is Principal of Allentown High School. He has been there eight years and is believed to fit well into the community with which he has much sympathy. Not always in agreement with the hotter heads in Allentown, he retains the trust of the School Board.

Dwight Thromboyd has been Principal of Westchester Heights High School for many years and is a well-respected member of the community. He would class himself as a liberal, but this is a personal definition; many would call him a conservative. He has worked quietly and conscientiously for his school. He is friendly with older members of the School Board, but doesn't go much for this new efficiency stuff.

Louis Zimmerman is Chairman of the School Board. Very conservative and a member of the Westchester Heights establishment, he has a good business sense; he became Chairman after many years of hard work for the School Board.

The post-game analysis

Post-game analysis is an integral and essential part of the learning process provided by SCHOOLSITE. Players drop their roles and try to re-create the progress of the game objectively. They state their initial objectives and analyze how and why these changed during the game. The final solution can then be evaluated in the light of this information. The principles, concepts, and learning skills involved in SCHOOLSITE should become clear and be impressed upon the players. A brief description of some of these elements is given here, both to demonstrate what SCHOOLSITE tries to communicate, and as an aid to Directors in organizing a post-game analysis.

(1) There is an economic solution to the school-site problem in

terms of hard cash. Constraints on the construction budget determine what solutions the School Board will put up for a Bond Issue. Since any large public investment will generally create some taxpayer opposition, there is always an inducement to minimize costs. In this game the need for economy is illustrated by the actions of the Superintendent, who must opt for the cheap solution.

(2) Although the economic solution is clearly identified, SCHOOLSITE demonstrates that it may be very had to implement. One major source of opposition in the community feels that the School Board has taken too narrow a view of the problem. For example, some players feel that it is not enough to show that the white school is most immediately in need of replacement when past injustices to the black community need rectifying first.

(3) In addition to those resulting from racial-social differences, there are other externalities in the situation portrayed by SCHOOLSITE. Benefits are certainly obtained from a local school, but there are also cost factors, such as loss of park-land and increased noise, danger, and unsightliness. SCHOOLSITE thus allows for opposition to the site selection process from neighborhood conservation groups.

(4) An important element in any planning decision is the network of ties and bonds between the major participants. No individual can act alone, especially in the face of such powerful opposition as the local School Board or a united front of radicals. The forging of links and alliances is important to success in the

real world political arena and SCHOOLSITE is designed to illustrate this point. For example, part of the network consists of bonds of common interest between black roles, although in circumstances other than school siting the players' goals would be more diverse. Also incorporated in the game are financial links and interests which typically exist in such a situation. These range from clearly legitimate employer-employee relationships and business arrangements to extralegal deals such as information leaking, land speculation, and bribery. SCHOOLSITE allows for these possibilities; in fact, they are an integral part of some of the roles. Thus, the game shows that alliances are essential, but that they work just as well for the "bad guy" as for the "good guy."

(5) A feasible solution cannot be reached within the game without the support of the majority of participants. The initial situation and goals are balanced so that no immediate solution will satisfy the majority. Hence, opponents must abandon their rigid positions at some time, and the quicker they do so, the sooner a feasible solution is reached. SCHOOLSITE is intended to emphasize this point.

(6) In the real world, polarization of views is often caused by lack of accurate information passing between the participants in the planning process, partly because little effort is made to collect correct information from an opponent, and partly because all data is biased by the observer's viewpoint. In SCHOOLSITE, the players have difficulty in obtaining accurate knowledge of their opponent's goals and plans, and the game helps to illustrate the effects of

inaccurate information and a lack of free communication.

(7) Finally, some elements of personality are introduced into the characters in the game in order to add authenticity and interest. For example, one character has personal ambitions in politics which he would prefer to remain unknown and another has financial interests which she attempts to conceal.

CONCLUSION

Over the past few years, games have become widely recognized as valuable educational devices. They are considered to be highly motivating teaching aids which involve the student in decision-making similar to that which he may meet in the real world. Games are available in many fields at different levels of complexity; however, there is a dearth of games specially designed for educational facilities planning. SCHOOLSITE, which is a role-playing game of conflict resolution in facilities planning, was developed primarily as a training device for high school and college students as part of course work in educational planning, urban studies, community affairs, etc. It can also be used by community leaders, social workers, PTA representatives, and teachers in order to gain an understanding of the planning process and an appreciation of the problems modern-day planners face. SCHOOLSITE is not designed to produce a single "true" solution to a planning problem. Its goal is to encapsulate some of the major factors involved in a typical decision concerning location of schools. It is intended to make players aware of these aspects and to make them realize that all other players have their own justifiable and reasonable points of view.

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(2) Urban planning games,

(3) Social studies games,

(4) Educational systems planning games.

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Urban Planning Games

APEX
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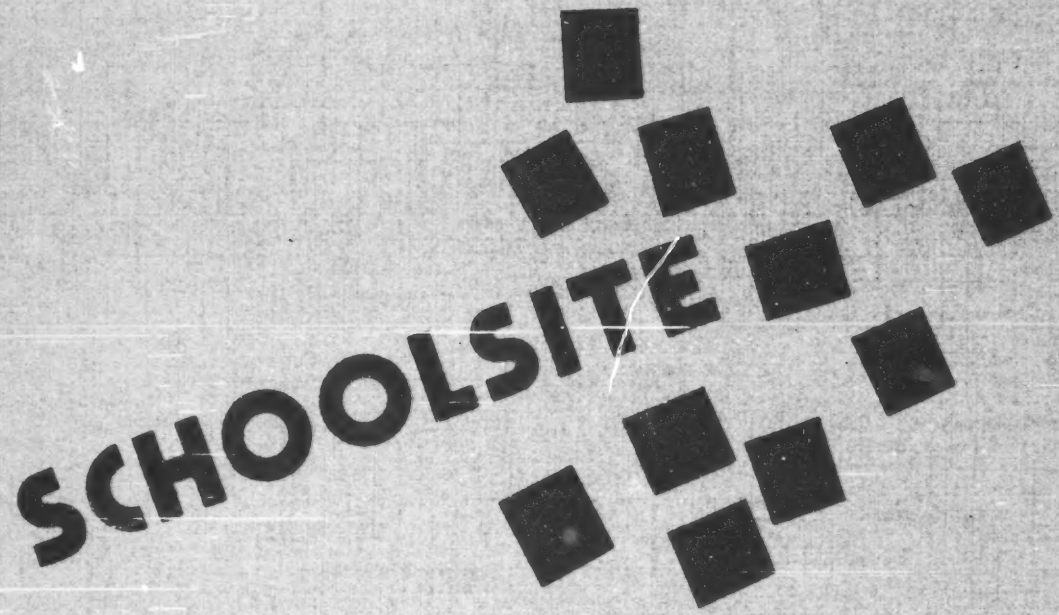

PART II, DIRECTOR'S MANUAL

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INTRODUCTION

The basic purpose of SCHOOLSITE is to sensitize educational planners, administrators, students, and the public to issues and opinions outside their own sphere and to demonstrate the necessity for interaction and compromise in reaching solutions to complex problems. Since it is a role-playing game, it is very important for the game directors to explain to the players that they must "play" the role assigned to them or the game will simply not work. The brief explanation of the game director's role that follows is intended to assist in the understanding of the operation of the game for those who will conduct it. The success of the game is in the hands of the game directors; hence, they should carefully study all instructions accompanying this document. The brief comments made here cannot possibly cover all possible issues or problems which may arise in playing the game. It is up to the directors to be flexible and innovative in dealing with specific atypical situations as they arise.

The issue around which the game is built is the allocation of resources for improvements to high school facilities in two neighboring communities, one black and one white. Background information about the issue is given to the players in "The Situation" section of the players' manual. The play of the game revolves around the attempt to reach a majority decision on the allocation of money among various alternatives. The game is structured in such a way that there is no obvious solution, thus making interaction and compromise necessary.

The outcome of the game is the passage of a resolution acceptable to a majority of the players; or, if a compromise appears possible, a time limit may be imposed. The game director can alter the outcome by introducing new

information or actions as the game progresses. Generally, this would be done by directors who have experience with the basic operations of the game and can introduce various things they have conceived to improve the play.

INSTRUCTIONS PRIOR TO PLAYING THE GAME

Number of players

The game requires 11 players, each assuming one of the "roles" described below. The roles were selected to represent the major figures who would be involved in choosing a site for a new school in a medium-size urban area. They are given here with their names as used in the game.

The School Board	Chairman	- Louis Zimmerman
	School Superintendent	- Patrick O'Connor
	Member, educationalist	- Shirley Cromwell
	Principal, Allentown High School	- Jesse Sampson
	Principal, Westchester Heights High School	- Dwight Thromboyd
	President, Allentown High School PTA	- Mrs. Dora Ferguson
	President, Westchester Heights High School PTA	- John Cunningham
	Editor, local newspaper	- Larry Andersson
	Alderman of the area	- Al Moroney
	Chairman of 'The Black Nation'	- Lincoln Brown
	Conservationist and landowner	- Mrs. John Barrington

If fewer than 11 players are available, the roles should be deleted as follows: (1) the presidents of the PTA's; (2) Cromwell and Zimmerman of the School Board. The game should <u>not</u> be played with less than seven players. There is no upper limit on the number of players, since more than one person can be assigned to a role. However, to administer the game to a group larger

than 15 is not recommended. The game director might place players in roles suited to them; e.g., the role of the Superintendent of Schools is very important and, therefore, needs a good, strong character.

Game director

Arrangements should be made for a game director to organize and conduct the game. The director is responsible for the following jobs:

- introduction to the game and its operation
- explanation of rules
- keeping time and notifying players of the end of each "week" and each quiet period
- delivery of messages between players
- counting votes in ballots.

The director is the final authority on rule disputes and any other problems that may arise. Hence, he/she should be thoroughly familiar with the rules and the play of the game.

Materials required

The following is a list of materials necessary for the operation of the SCHOOLSITE game:

Pencils	(15)
Pads of Paper	(15)
Player Name Tags	(11)
Tables	(5)
Desks	(2)
Blackboard	(1)
Refreshments	

Players' handouts

Each player should receive his Role Profile and the appropriate Manual, i.e., the manual for a School Board member, or for a non-member. The Role Profile for a given player should not be discussed with, or shown to, any other player.

Explaining the game

Ideally, the game materials should be given to the players several days prior to playing the game. This would give them the opportunity to study their roles and, at the game time, be ready to play after questions and a brief review of the rules by the director. If this is not possible, additional time should be allowed prior to game time when players can study their roles and ask questions. After the roles have been studied, the director should ru through the rules and verbally explain the actions available to the players. The director should also describe what a few "typical" weeks in the game might be like. The game director might choose to "act out" a few incidents so the players can see how things work. Alternatively, at the end of the first two weeks, play can be stopped and a discussion of its progress led by the director.

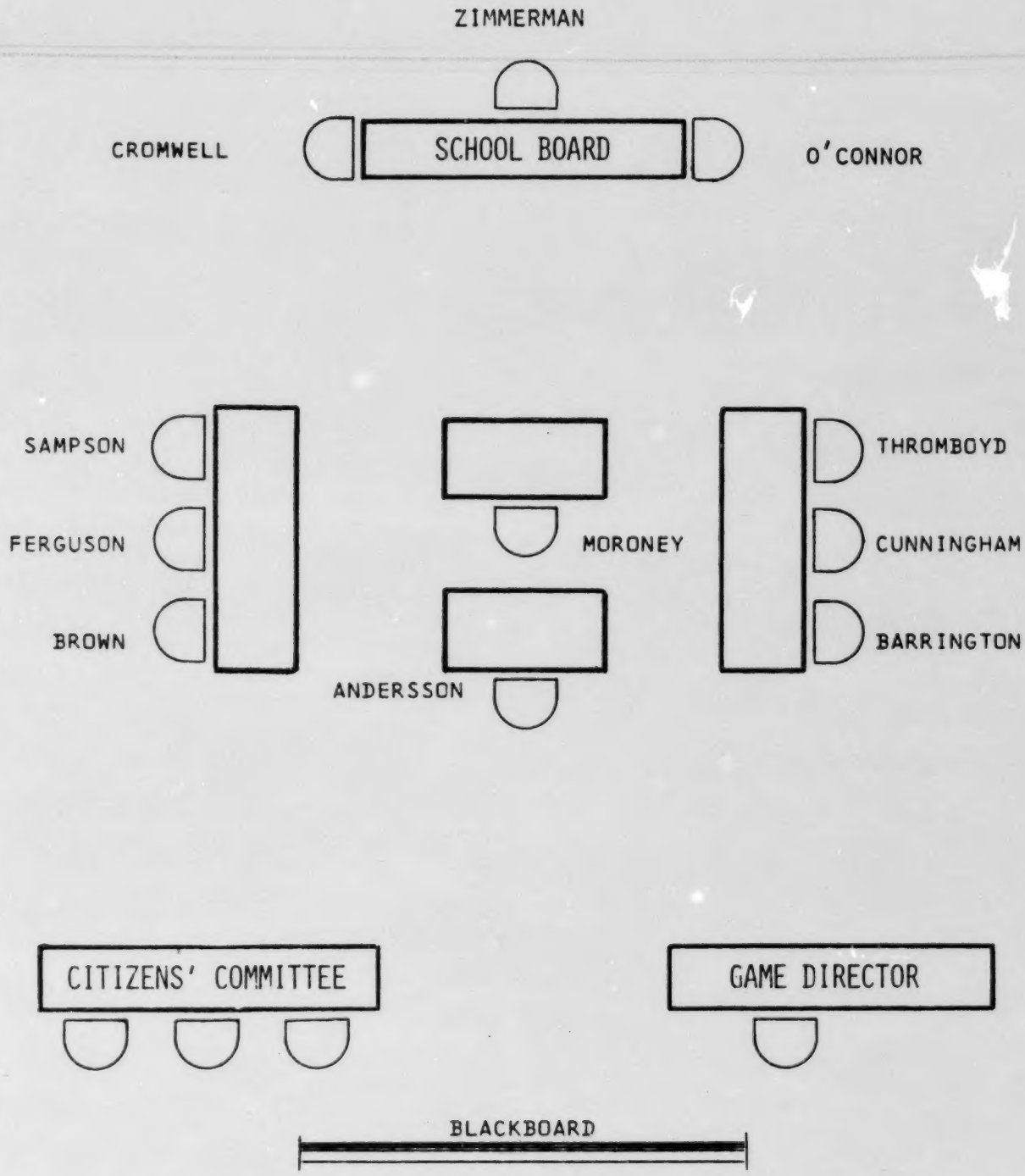
Layout of room

The physical layout of the room and positions of the players should be as illustrated on the following page.

The layout of the game room is very important. It should be large enough so that the players can be separated to offer a degree of privacy for their actions or conversations. The directors should be able to see everything that goes on. It is necessary for each player to have a surface to write on and store game materials.

Time requirements

The game generally runs approximately three hours. The players should be aware of this in advance so no one has to leave in the middle of play.



Suggested Room Layout

PLAYING THE GAME

Initiating the game

At the suggestion of the game director, the Chairman of the Board (Mr. Zimmerman) initiates the game by calling the first public meeting to order. He presents an overview of the problem and asks the Superintendent to read a summary of the Mamisco Report. The reading of this report is followed by a public discussion of the planning problem.

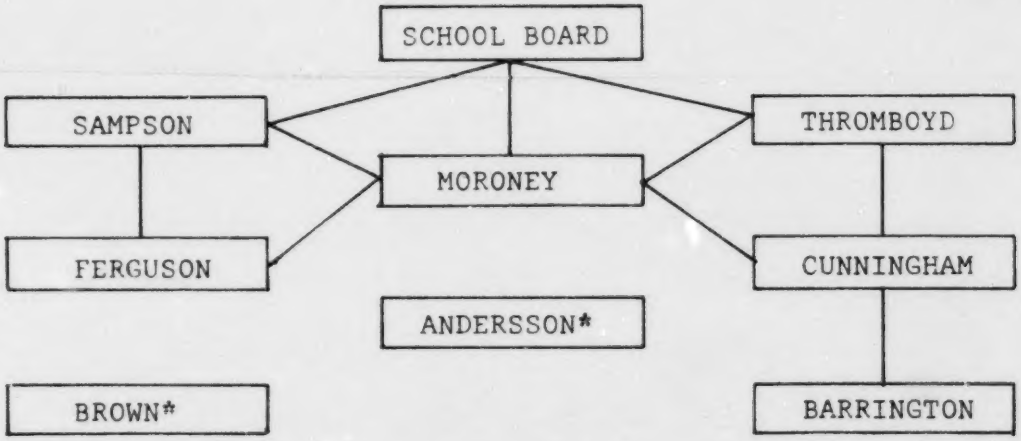
Public meetings

All public meetings will be conducted by the Chairman of the Board in accordance with generally accepted parliamentary procedure (i.e., Robert's Rules of Order). The Chairman has the responsibility for recognizing speakers, enforcing time limits (if necessary), and maintaining order. He will end the meeting after all players have had a chance to air their views (approximately 15 minutes) and announce the "Quiet Period" beginning Week 1. The game director should assist the Chairman with the first public meeting.

A public meeting similar to the one at the start of the game can be called at any time by: two School Board members; three other players; or one School Board member and one other player. If no meetings are called by the players, one takes place automatically every four weeks. Public meetings are a means of stimulating the players and increasing the communication level of the game.

Communications diagram

A communications chart showing who each player may talk to should be displayed in the game area and should appear as follows; all other communications must be via written notes only.



CITIZENS' COMMITTEE*

*Can talk to anybody but must initiate conversation.

Weekly play

The time limits shown in the player's manual concerning "Rules and Play of Game" are given below. They may be altered by the game director at his discretion. The director should make sure players confer only during the specified times.

Week t	Time Out	Quiet Period	Week t + 1
8 Minutes	No Time Limit	2 Minutes	8 Minutes
Communication among players	For news, interviews, elections, etc. (No conferring)	For deciding on tactics and strategy (No conferring)	Communication among players

If possible, a timer with a bell should be used to indicate the various

periods. The director should emphasize that actions must be completed prior to the bell that signifies the end of a period.

The School Board may be allowed to leave the room and confer during the Quiet Period. During this period the other players can write messages and news releases, and think about their next actions uninterrupted by others. The Quiet Period may be shortened or eliminated later in the game when everyone is sure of the actions he or she wants to make.

Possible actions

Formal Actions which the players may make are outlined in the section concerning Rules and Play of the Game and must be communicated to the director via a written note. These actions are announced by the Editor during the weekly news releases.

Elections and polls

Opinion polls to determine popular support of a proposal and votes of censure on players are taken in the "Time Out" following the week they are requested. These ballots are always taken secretly, and the votes are counted by the director. The results of the poll or censure vote are announced prior to the start of the next week's play, unless the poll is private, when the results go only to the person requesting it.

Elections to the Citizens' Committee and voting on the School Board's referendum take place in the Time Out period one week following their announcement.

Citizens' Committee

The formation of a Citizens' Committee may only be requested by the School Board and is accomplished by a general election of all the players.

However, any two individuals may form a lobby for setting up the Committee, as one of their actions. Each player has three votes and must vote for three different people, but may not vote for himself. Members of the School Board are not eligible for election to this Committee.

If the idea hasn't come up and play is bogging down, the director might suggest that a Citizens' Committee could help reach a compromise. Its basic purpose is to organize information and ideas and, thus, develop a quicker solution to the game. The section Rules for the Citizens' Committee in the player's manual should be read when the subject is suggested by the players, or else after the fourth week, or so. Until that time, for the sake of keeping the rules simpler and shorter, the players should ignore this section. If elected, the Citizens' Committee should be given a table of their own at which to hold meetings. They should also be required to return to their original seats during the Quiet Period to allow them time to think and to converse with their neighbors at the beginning of the following week.

News releases

The director should solicit news releases from the players to stimulate the game. News releases may be informative or amusing. They are edited and read by the Editor (Mr. Andersson) at the end of each week and offer a break from the play and some light relief.

Controlling the game

The game director can control the progress of the game in several different ways. Timely news releases written by the director can add new ideas to the game. He/She can also make individual suggestions to players on various actions and remind them of their roles. The director can also add new options as the game progresses, announcing them through the news

releases; for example, new laws passed by governmental bodies or court decisions on desegregating school systems, etc. It is the game director's responsibility that the game is played meaningfully and with interest.

Passage of resolution

The game ends with the passage of a resolution (public referendum) or at some arbitrary time limit. However, if a resolution should happen to pass in the first weeks, the director might want to report it as a failure in order to continue the game for a reasonable period. (Fraudulent vote counts are not uncommon in some locations.) Likewise, after three or four hours, the director may let a resolution pass, when it really failed, to end the game. The actual resolution that is passed is not the main point of the game. It is the interaction process during the play which is important.

Post-game analysis

After the game concludes, the director leads a discussion on the results, roles, and interactions. Each player should explain his role and relate his experiences in dealing with the others. Discussion should be centered around the process by which the game finally reached a conclusion, and the players should discuss the various strategies they employed in their attempt to gain cooperation. Some pertinent topics for discussion are suggested in Part I of this game package.

A TYPICAL GAME SUMMARY

Public Meeting No. 1

The Chairman of the School Board initiates the game by calling the first public meeting to order and asking the Superintendent to read a summary of Mamisco's study on the school planning problem. The report is followed by

an impassioned speech by Brown against the plan. Barrington speaks of the environmental damage which might be done to Humboldt Park. The two Principals also speak. Cromwell says that she dissents from the view of the study and announces her potential support of any reasonable alternative. Meeting is finally brought to a close by the Chairman.

Week I

Discussion and interaction among players. The Editor receives and reads the following news items and letters:

LETTER, WEEK I

Dear Editor:

I cannot help but be concerned about the rancor created in our community over the high school issue and am deeply disturbed by the emotional forces that are tearing this neighborhood apart. I believe it is time that we put our age-old prejudices aside and think about the future of our children. Our major concern should be the best school and the best education for all our children, not just a new school here or an addition there. Times have changed, now, and we have to change, too, if this neighborhood is to be maintained. I, for one, will be delighted to send my children to an integrated school serving both communities.

Mrs. Susan G. Parker
Concerned Parent
Westchester Heights

LETTER, WEEK I

Dear Editor:

The School Board is clearly dragging its feet over this issue, which is really a very clear-cut one. The firm of Mamisco Associates has carried out an indepth study and concluded that there is an urgent need for a new school in Westchester Heights. Little is to be gained by cluttering up the issue with extraneous considerations. Let's build the new school now.

James F. Clawson
Westchester Heights

NEWS RELEASE, WEEK I

Cloak & Dagger, the dramatic society at the Westchester Heights High staged its production of "And then What?" by the existentialist playwright, Simon Chartreuse. After the show, there was a small demonstration in which the School Superintendent, O'Connor, was burned in effigy.

Week II

Discussion and interaction among players. The Editor receives and reads the following news item and letter:

LETTER, WEEK II

Dear Editor:

A number of Allentown citizens like myself are appalled at the lack of consideration shown by the School Board. The use of the so called "Consultants' Report" which recommends a new school for the white community is clearly another instrument used to perpetuate the oppression of the black people. Haven't we learned anything from 300 years of history? How long can we go on depriving people some basic amenities in life? I urge the School Board to recognize our needs and build a new school in Allentown.

William Wilson
Concerned Citizen
Allentown

NEWS RELEASE, WEEK II

Mrs. Barrington, the wealthy socialite in Westchester Heights, hosted a fund raising party for preserving the city's lakeshore front. Guests at the party included Mr. Lincoln Brown!

Week III

School Board sets up a Referendum on a school in Westchester Heights plus $200,000 for improvements for Allentown. Defeated by 6 - 5 in the following week.

The Editor reads the following news item:

NEWS RELEASE, WEEK III

The Daily Post revealed today that Mrs. Barrington owns considerable land in Allentown and stands to gain considerably from the School Board's purchase of a new site there. Mrs. Barrington was not available to either confirm or deny this report.

Week IV

Public opinion poll for an integrated school on Main Street. Defeated 9 - 2.

Public Meeting No. 2

The majority of speeches are calling for a Citizens' Committee. There are also strong calls for a compromise solution such as an integrated school. A Vote of Censure is taken against O'Connor. It is defeated 7 - 4. The Board is pressured into calling for elections for a Citizens' Committee to try to reach some solution agreeable to all.

Week V

Barrington, Ferguson, and Sampson are elected to the Citizens' Committee.

Week VI

The two Principals state that Alderman Moroney has not been doing enough about the problem to justify his public position. A Vote of Censure against him passes 6 - 5.

Week VII

Public opinion poll on a school in Allentown plus $600,000 for improvements for Westchester Heights is defeated 6 - 5. Andersson publishes vital information about Mrs. Barrington.

Week VIII

Public Meeting No. 3

Several speeches are made about the tardiness of the Committee in

reaching a solution; Barrington comes under attack for her alleged irregular deals in Allentown. She is finally thrown off the Committee by a 6 - 5 vote. Andersson is elected in her place. Zimmerman is criticized for holding off from a compromise solution. Barrington is joined by Brown in a demonstration against expanding Westchester Heights.

Week IX

On the recommendation of the Committee, the School Board calls for an opinion poll on an integrated school on Main Street plus $600,000 for Allentown and Westchester Heights which is defeated 6 - 5. A private opinion poll (by Thromboyd) on a school in Westchester Heights and $2 million for Allentown is defeated 7 - 4. A Vote of Censure on Zimmerman is passed 6 - 5.

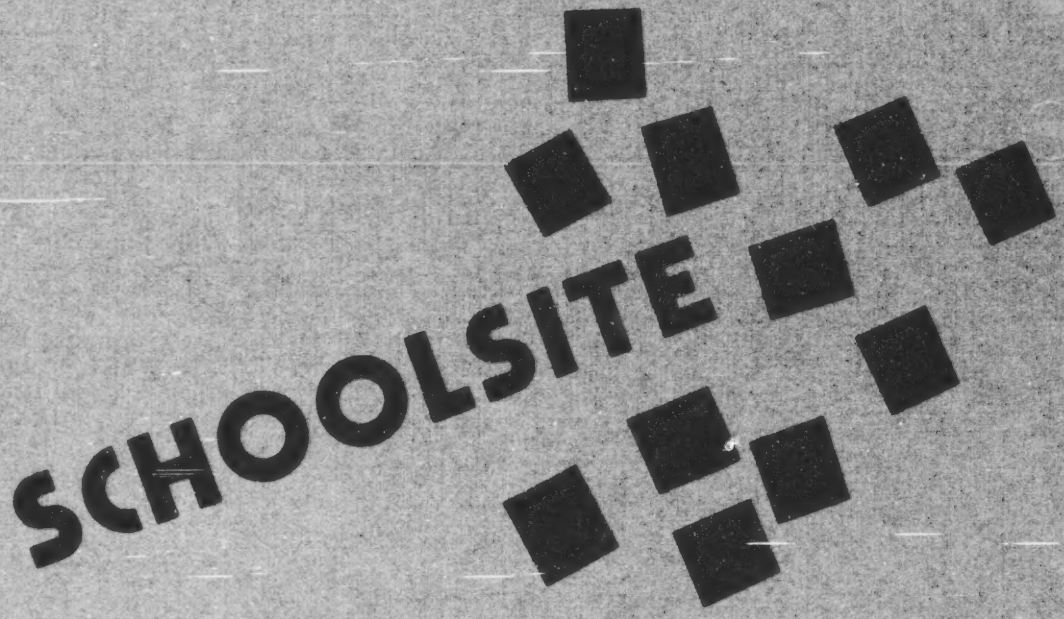
Week X

Against the wishes of the Committee, the Board sets up a Referendum on a new school in Westchester Heights plus $1 million for Allentown.

Week XI

The above Referendum passes 7 - 3 with one abstention.

The game ends and is followed by post-game analysis conducted by the game director.



PART III, PLAYER'S MANUAL FOR SCHOOL BOARD MEMBERS

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INTRODUCTION

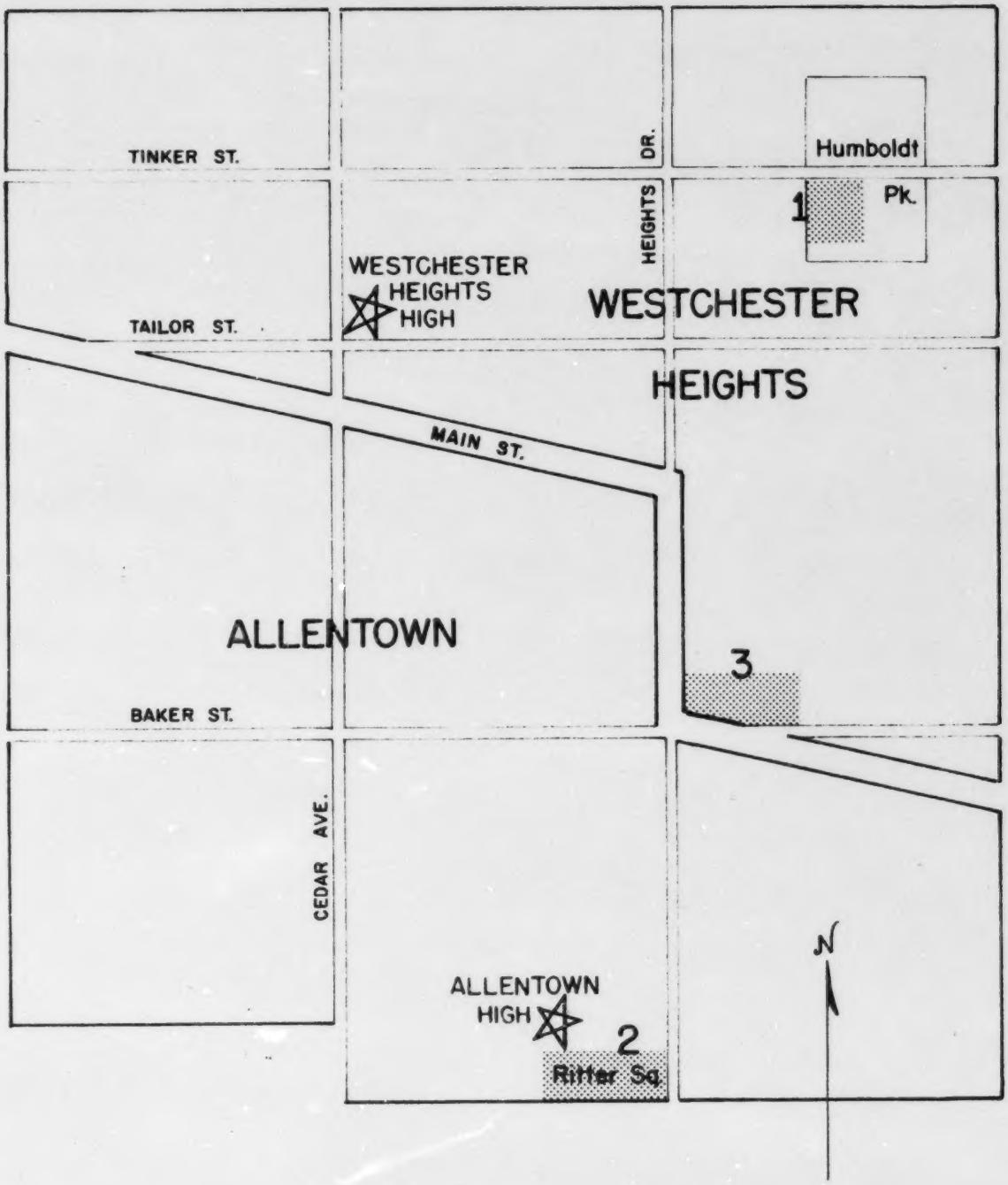
This manual and the accompanying role card contain the profile of the role you are to play in SCHOOLSITE, and the rules and the situation of the game.

SCHOOLSITE is a role-playing game of conflict identification and resolution in educational planning. Its principal aim is to sensitize planners and other people such as administrators, students, and community leaders to issues and opinions outside their normal frame of reference. The game demonstrates that because of the complexity of planning problems and the antagonisms and confrontations between differing points of view, it is necessary to interact with the other players and reach some compromise if any acceptable solution is to be reached. It is not a game in which you can win or lose. Thus, the utility of SCHOOLSITE is dependent on players acting out their roles as credibly as possible, and on their communicating with the other players to reach a compromise.

THE SITUATION

We are concerned with a portion of a city as shown in the following illustration and known as School District 11. The area as a whole is 60 percent white and 40 percent black and is comprised of two main community areas: Westchester Heights to the north and Allentown to the south. Westchester Heights is a conservative middle-income white area consisting mostly of single-family residences. These people possess a good deal of political power due to their influence in city government. Allentown is a predominantly black area consisting of apartment buildings, many conversions, and single-family residences. A sizeable proportion of the population is migratory and the community has never been organized into a cohesive political force. Several radical groups have emerged in the past few years, although Westchester Heights is largely ignorant of the scope of their growth. Westchester Heights has a high percentage of senior citizens and has had a fairly stable population for the past 20 years. On the other hand, Allentown consists predominantly of growing families and has witnessed a sharp rise in its population over the last ten years; but it is not known if this trend will continue.

Each community area contains one high school. Westchester Heights High was built in the late 1890's and is currently in a dilapidated state. It has few facilities to support new programs in science, industrial arts, or home economics. In addition, its auditorium and gymnasium are under pressure of usage. This school, originally designed for 1400 students, has a current enrollment of 1350. The consulting firm of Mamisco Associates has inspected the building and concluded that renovation is not a practical long-term solution.



SCHOOL DISTRICT 11

PROPOSED SCHOOL SITES

Allentown High was built in 1959 and was initially a model school with many innovations. Originally designed to hold 1600 students, it now enrolls just under 2000. To accommodate the overfill, classes spill into administrative space and a mobile classroom has been erected in the playground.

Last year, the School Board recognized the difficulties facing School District 11 and commissioned a study by Mamisco Associates. They concluded that the following alternatives are feasible:

1. Build a new school in Westchester Heights at Humboldt Park at a cost of $7.2 million.
2. Build a new school in Allentown at Ritter Square at a cost of $8.2 million.
3. Build a new integrated school on Main Street to serve both Westchester Heights and Allentown. This would be a more expensive enterprise at $10.4 million.

These three are the only possible sites for a new high school; but some have suggested that both existing schools could get by for the present with some renovative work and with minor additional facilities. Mamisco did not explore this possibility in detail, but they suggested such items as a new heating plant for Westchester Heights High ($400,000) or extra office space for Allentown High ($200,000).

While all agree that something must be done, the two communities are not united behind a single plan. People from Allentown favor a new school in their area to relieve not only Allentown High's overcrowding, but also crowding in some neighboring high schools. Those residing in Westchester Heights feel they deserve a new school to replace their increasingly inadequate and even dangerous building. Another group feels this situation

provides a unique opportunity to establish an integrated school on the boundary of these areas.

However, the School Board faces not only social and political pressure, but also a strong economic squeeze. Some sections of the community are interested in only one thing--keeping their bank balances intact. The Board realizes that some citizens will oppose any Bond Issue to raise money for schools, and many people will accept only the cheapest possible alternative. The Board must keep all these elements in mind when it comes to a decision.

Summary of Findings:

Westchester Heights High School. Building constructed in 1897, for 1400 students; current enrollment 1350. The building is structurally unsound and in dilapidated condition. The washrooms at the lower end of the school are unhygienic; there is a danger of backflow when ground water rises. The fire escapes are jammed and rusted through. Many of the classrooms are small, poorly lit and ventilated; the auditorium has poor acoustics; the library is badly soundproofed and noise levels are far too high for quiet study. The heating system is inadequate; a new boiler and distribution system are needed. Renovation is not a practical long-term solution.

Allentown High School. Building constructed in 1959, for 1600 students; current enrollment just under 2000. Some projections indicate a future increase in overcrowding. The building is in good condition structurally and is well equipped, with a large library. There is an average of 40 students to a class, and some office space is now being used for classes. A mobile classroom has been erected in one playground and two others are to be added next year.

Alternatives Examined:

Because of site availability and other factors, consideration was restricted to three alternative proposals:

1. A new Westchester Heights school to replace the old building. This would be constructed at Humboldt Park at an estimated cost of $7.2 million.

2. A new school in Allentown to supplement the existing school. The site proposed is adjacent to the existing school in Ritter Square, and the estimated cost is $8.2 million.
3. A new integrated school on Main Street, to serve both communities. The estimated cost is $10.4 million.

There are no other sites available for a new school. It might be possible to alleviate the crisis somewhat by providing substantial improvements for either or both of the existing schools, but this is likely to prove more expensive to the community in the long run.

Recommendation:

In view of the poor condition of the Westchester Heights High School, and in view of the lower cost of this solution, Mamisco Associates recommends the construction of a new school at Humboldt Park at a cost of $7.2 million.

RULES AND PLAY OF THE GAME FOR SCHOOL BOARD MEMBERS

1. Rules are not the same for all players. Keep your rules private.

2. The Chairman of the Board is Mr. Louis Zimmerman. He will hold any deciding vote when the Board must act as a unit.

3. You may speak freely with the other two Board members. Otherwise, you may talk only to Messrs. Thromboyd, Sampson, and Moroney. (Mr. Andersson and Mr. Brown are also free to approach you.) To communicate with other players, you must pass notes via the game director.

4. Time in the game occurs in groups of a 2-minute Quiet Period and an 8-minute Week, followed by a Time Out for broadcasting the Actions and News of that Week.

EXAMPLE:

Week t	Time Out	Quiet Period	Week t + 1
8 Minutes	No Time Limit	2 Minutes	8 Minutes
Communication among players	For news, interviews, elections, etc. (No conferring)	For deciding on tactics and strategy (No conferring)	Communication among players

5. At the close of each Week, you may choose from several possible Actions given below. Your Action must be given in writing to the director by the end of the Week. The Editor will then broadcast it during Time Out. You are limited each Week to one Action plus the collective Action of the Board. If there is any clash between players' Actions, the first one received takes precedence.

Actions:

(i) Opinion Polls. Any player may call for an Opinion Poll. The results of a public poll are broadcast; those of a private poll go only to the player. Only one poll per Week can take place (the first request handed in to the director).

(ii) Set up a Citizens' Committee. The Board is empowered to set up an election for a Citizens' Committee. This action will normally take place if the Board cannot pass a Bond Issue (i.e., Referendum) on its first choice of school site. The Committee is a public commission of three citizens (it may not include Board members), whose responsibility it is to resolve a deadlock. It is empowered to communicate with any player in order to reach a compromise to everyone's liking. Only the Board as a unit can establish the Committee. Elections come during the Time Out following the Board's announcement (one week later). Each player has three votes for three separate people--and no player can vote for himself. The Committee must report back to you at the end of each Week.

(iii) Dismissal of Committee Members. The Board as a unit may

dismiss any or all members without explanation. (Other players can demand a Recall Vote.) The Board may or may not order a new Committee.

(iv) Vote of Censure. Any two players may call for a Vote of Censure on any other player, whether public official or private individual.

(v) Set up a Referendum on a Bond Issue. Only the Board as a whole can actually float the Bond Issue, i.e., order a Referendum. If six or more players then vote for it, this ends the game. Voting is by secret ballot.

6. News Releases can be made by individuals at any time, by handing them to the game director. News Releases can be made to gain popular support for a solution, to disseminate gossip, etc.

7. Public Meetings. Public meetings will be held at least every four weeks. They may be called at any time by:

(1) two School Board members, or

(2) any three players' written agreement, or

(3) one School Board member and one other player.

The announcement of a public meeting must be made to the director. The meeting will take place at the end of the following Week. Public meetings may be used to air views, to propose solutions informally, and to conduct Votes of Censure by show of hands.

The Chairman of the Board will conduct Public Meetings in accordance with accepted parliamentary procedure; he has the responsibility for recognizing speakers, enforcing time limits (when necessary), and maintaining order. He will end the meeting after all players have

had a chance to air their views (approximately 15 minutes), and announce the Quiet Period with which to begin the Week.

PUBLIC IMAGES OF PLAYERS IN THE GAME

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determination, loyalty and sterling personal qualities. He is no intellectual, but he can be relied upon to work for the values of the community. His son will be on Westchester Heights' football team.

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PATRICK O'CONNOR is the new Superintendent of Schools. He is personally rather distant, ambitious, and a hard worker; fights hard for efficiency within his own department. As Superintendent, he has three problems: to find a quick solution, to please all parties involved, and yet to strive for the most economical solution.

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self as a liberal, but this is a personal definition; many would call him a conservative. He has worked quietly and conscientiously for his school. Is friendly with older members of the School Board, but doesn't go much for this new efficiency stuff.

LOUIS ZIMMERMAN. Chairman of the School Board. Very conservative and member of the Westchester Heights establishment, he has a good business sense; he became Chairman after many years of hard work for the School Board.

PRIVATE IMAGES OF PLAYERS IN THE GAME

Each player receives a Role Profile identifying his private image. This should not be discussed or shown to any other player.

(Note: This section should not be read until the game director says so.)

RULES AND PLAY OF THE GAME FOR THE CITIZENS' COMMITTEE

Purpose

The Citizens' Committee is set up to negotiate between the various interests in the school siting dispute and to develop a solution to the problem. When a solution is found, it may be presented to the School Board, which must then decide whether or not to accept it. The Committee acts, therefore, in an advisory capacity to the Board and has no power over the Board beyond that of persuasion. Since the Committee depends on the Board for its existence, and to some extent works on its behalf, it behooves the Committee members to search for a cheap solution.

Elections

Members are elected to the Committee by all players. Each player has three votes and the ballot is secret. Members of the School Board may not be elected to the Citizens' Committee. You may not vote for yourself in these elections.

Procedure

The three members of the Committee sit together during the week to discuss solutions. In the Quiet Period they return to their original seats. At the beginning of the week, they are free to talk to their original associates before returning to the Committee table. The Committee must report to the School Board each week.

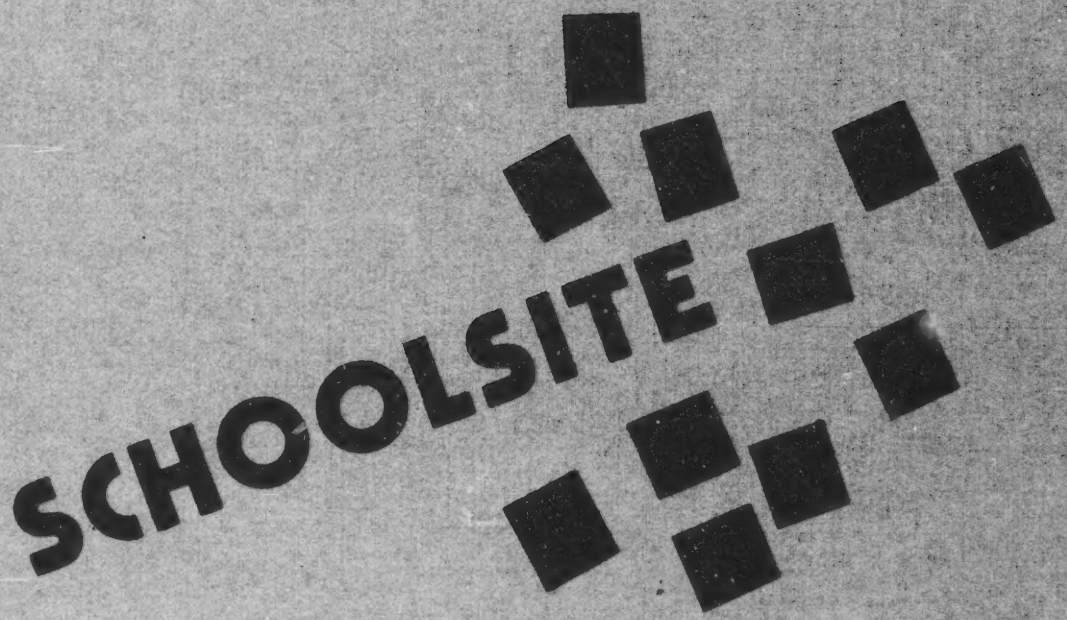
Any player may devise a solution to the problem. This may be presented to the Committee in written form. The Committee should then consider all such

solutions.

Removing Individuals from the Committee

Any two players may propose a Recall Vote to remove any member or members of the Committee. This proposal must be submitted in written form to the game director. The vote will take place the following week in the form of a secret ballot. It is quite possible for the maligned member of the Committee to be re-elected.

Any or all members of the Committee may be dismissed by the School Board without explanation. The Board is not required to hold fresh elections.



PART IV, PLAYER'S MANUAL FOR NON-SCHOOL BOARD MEMBERS

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INTRODUCTION

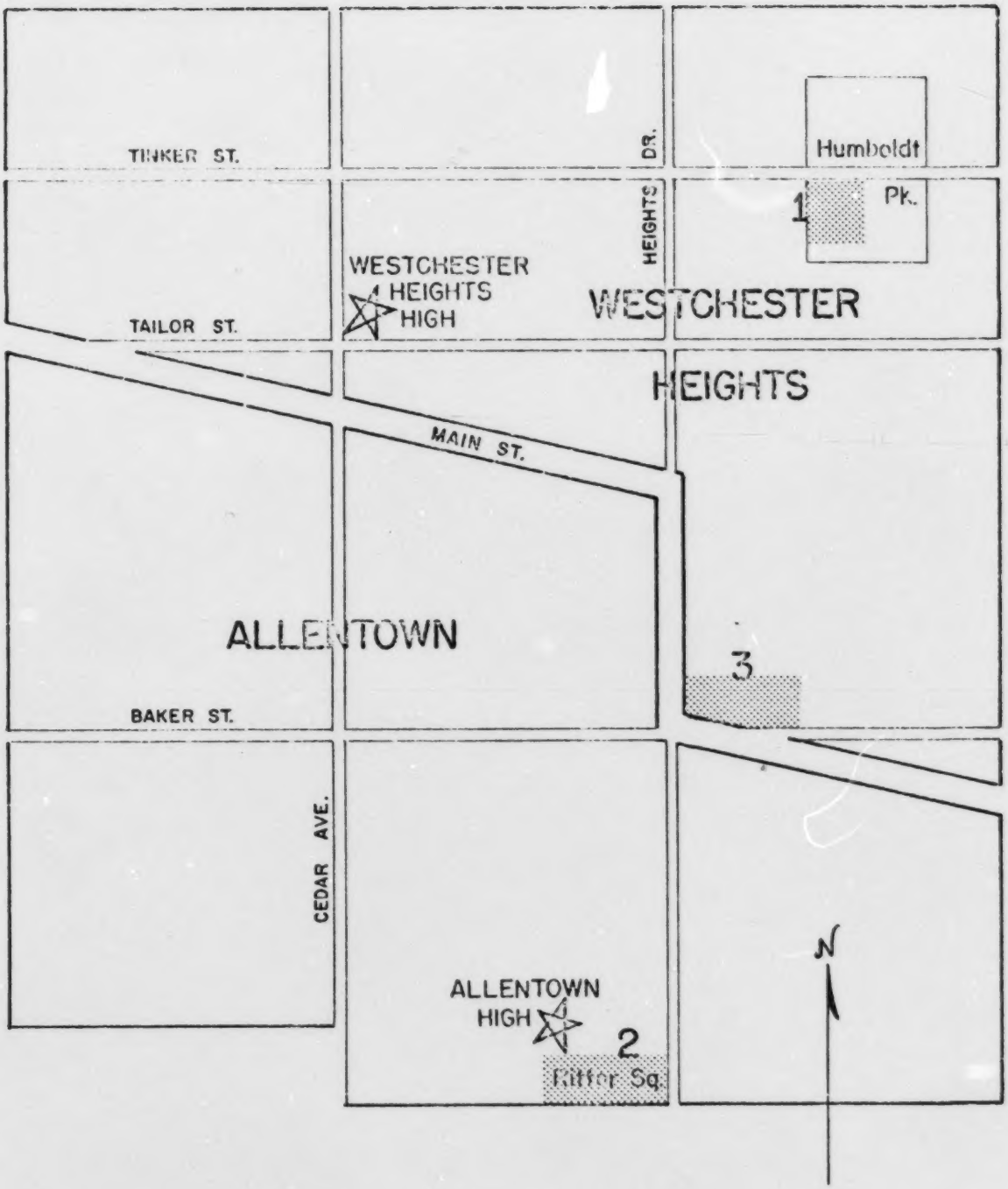
This manual and the accompanying role card contain the profile of the role you are to play in SCHOOLSITE, and the rules and the situation of the game.

SCHOOLSITE is a role-playing game of conflict identification and resolution in educational planning. Its principal aim is to sensitize planners and other people such as administrators, students, and community leaders to issues and opinions outside their normal frame of reference. The game demonstrates that because of the complexity of planning problems and the antagonisms and confrontations between differing points of view, it is necessary to interact with the other players and reach some compromise if any acceptable solution is to be reached. It is not a game in which you can win or lose. Thus, the utility of SCHOOLSITE is dependent on players acting out their roles as credibly as possible, and on their communicating with the other players to reach a compromise.

THE SITUATION

We are concerned with a portion of a city as shown in the following illustration and known as School District 11. The area as a whole is 60 percent white and 40 percent black and is comprised of two main community areas: Westchester Heights to the north and Allentown to the south. Westchester Heights is a conservative middle-income white area consisting mostly of single-family residences. These people possess a good deal of political power due to their influence in city government. Allentown is a predominantly black area consisting of apartment buildings, many conversions, and single-family residences. A sizeable proportion of the population is migratory and the community has never been organized into a cohesive political force. Several radical groups have emerged in the past few years, although Westchester Heights is largely ignorant of the scope of their growth. Westchester Heights has a high percentage of senior citizens and has had a fairly stable population for the past 20 years. On the other hand, Allentown consists predominantly of growing families and has witnessed a sharp rise in its population over the last ten years; but it is not known if this trend will continue.

Each community area contains one high school. Westchester Heights High was built in the late 1890's and is currently in a dilapidated state. It has few facilities to support new programs in science, industrial arts, or home economics. In addition, its auditorium and gymnasium are under pressure of usage. This school, originally designed for 1400 students, has a current enrollment of 1350. The consulting firm of Mamisco Associates has inspected the building and concluded that renovation is not a practical long-term solution.



SCHOOL DISTRICT 11

PROPOSED SCHOOL SITES

Allentown High was built in 1959 and was initially a model school with many innovations. Originally designed to hold 1600 students, it now enrolls just under 2000. To accommodate the overfill, classes spill into administrative space and a mobile classroom has been erected in the playground.

Last year, the School Board recognized the difficulties facing School District 11 and commissioned a study by Mamisco Associates. They concluded that the following alternatives are feasible:

1. Build a new school in Westchester Heights at Humboldt Park at a cost of $7.2 million.
2. Build a new school in Allentown at Ritter Square at a cost of $8.2 million.
3. Build a new integrated school on Main Street to serve both Westchester Heights and Allentown. This would be a more expensive enterprise at $10.4 million.

These three are the only possible sites for a new high school; but some have suggested that both existing schools could get by for the present with some renovative work and with minor additional facilities. Mamisco did not explore this possibility in detail, but they suggested such items as a new heating plant for Westchester Heights High ($400,000) or extra office space for Allentown High ($200,000).

While all agree that something must be done, the two communities are not united behind a single plan. People from Allentown favor a new school in their area to relieve not only Allentown High's overcrowding, but also crowding in some neighboring high schools. Those residing in Westchester Heights feel they deserve a new school to replace their increasingly inadequate and even dangerous building. Another group feels this situation

provides a unique opportunity to establish an integrated school on the boundary of these areas.

However, the School Board faces not only social and political pressure, but also a strong economic squeeze. Some sections of the community are interested in only one thing--keeping their bank balances intact. The Board realizes that some citizens will oppose any Bond Issue to raise money for schools, and many people will accept only the cheapest possible alternative. The Board must keep all these elements in mind when it comes to a decision.

RULES AND PLAY OF THE GAME FOR NON-SCHOOL BOARD MEMBERS

1. Rules are not the same for all the players. Keep your rules private.

2. Time in the game occurs in groups of a 2-minute Quiet Period and 8-minute Week for discussions, etc. These are followed by a Time Out to broadcast the Actions and News of that Week.

   EXAMPLE:

Week t	Time Out	Quiet Period	Week t + 1
8 Minutes	No Time Limit	2 Minutes	8 Minutes
Communication among players	For news, interviews, elections, etc. (No conferring)	For deciding on tactics and strategy (No conferring)	Communication among players

3. You may speak only to the following:* _____ _____

   _____

   To communicate with the other players, you must pass notes via the game director.

4. At the close of each Week, you may choose between several Actions as given below. You are limited to one Action per Week. You must inform

*Fill this in from the Communications Diagram the game director has put on a blackboard.

the director in writing of any Action by the end of the Week. The director then broadcasts it during the Time Out. If there is any clash between players' Actions, the first one received takes precedence.

Actions:

(i) Vote of Censure. Any two players may call for a Vote of Censure on any other player, whether public official or private individual.

(ii) Opinion Polls. Any player may call for an Opinion Poll. The results of a public poll are broadcast; the results of private poll go only to the player. Opinion polls can be useful to find out whether a solution is popular or not.

(iii) Citizens' Committee. Only the Board may set up this advisory committee, but two players acting together may lobby for its formation.

5. News Releases can be made at any time by handing them in to the director. They will be broadcast during Time Out by Mr. Andersson. News Releases can be made to gain popular support for a solution, to disseminate gossip, etc.

6. Public Meetings. Public meetings will be held at least every four Weeks. Public meetings may be called at any time by:

(1) two School Board members, or

(2) any three players' written agreement, or

(3) one School Board member and one other player.

The announcement of a public meeting must be made to the director and will take place at the end of the following Week. Public meetings

may be used to air views, informally propose solutions, etc.

Votes of Censure may also occur in public meetings by show of hands.

7. Passing of a Referendum on a Bond Issue. A majority vote passes the resolution and ends the game. Abstentions count as votes against and voting is by secret ballot Only the School Board may request a referendum.

PUBLIC IMAGES OF PLAYERS IN THE GAME

LARRY ANDERSSON. For four years the Editor of the Examiner, a local newspaper. A liberal-minded man whose beliefs are reflected in his paper; his disclosures have embarrassed some members of the city's establishment. He is not sympathetic to black extremism, and hopes for a future of harmonious racial cooperation. A firm believer in the power of the pen.

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RULES AND PLAY OF THE GAME FOR THE CITIZENS' COMMITTEE

Purpose

The Citizens' Committee is set up to negotiate between the various interests in the school siting dispute and to develop a solution to the problem. When a solution is found, it may be presented to the School Board, which must then decide whether or not to accept it. The Committee acts, therefore, in an advisory capacity to the Board and has no power over the Board beyond that of persuasion. Since the Committee depends on the Board for its existence, and to some extent works on its behalf, it behooves the Committee members to search for a cheap solution.

Elections

Members are elected to the Committee by all players. Each player has three votes and the ballot is secret. Members of the School Board may not be elected to the Citizens' Committee. You may not vote for yourself in these elections. Only the School Board is empowered to set up the election.

Procedure

The three members of the Committee sit together during the week to discuss solutions. In the Quiet Period they return to their original seats. At the beginning of the week, they are free to talk to their original associates before returning to the Committee table. The Committee must report to the School Board each week.

Any player may devise a solution to the problem. This may be presented to the Committee in written form. The Committee should then consider all such

solutions.

Removing Individuals from the Committee

Any two players may propose a Recall Vote to remove any member or members of the Committee. The procedure is akin to that for a Censure Vote. The proposal must be submitted in written form to the game director and the vote will take place the following Week in the form of a secret ballot. It is quite possible for the maligned member of the Committee to be re-elected in a subsequent election; however, the Board is not required to hold fresh elections. Any or all members of the Committee may be dismissed by the School Board without explanation.

LARRY ANDERSSON, 38

Editor of the local paper, the Examiner.

You have been Editor of the Examiner for four years in the area. John Cunningham and Mrs. Barrington are two of the major stockholders in the paper. As the local paper, it suffers some competition from The Daily, which has a large circulation in the city. You are really fighting hard to win over readers to the Examiner, but you are not well known in this area as you have spent most of your life on the West Coast, and you have not yet gained the confidence of the community here. You are a broadminded liberal, and although you have to be cautious before introducing West Coast ideas into this more conservative community, you are optimistic that if you concern yourself with understanding the people in this town, your newspaper will operate as a catalyst to open up some of the old-fashioned parts of the community to accept new and more liberal ideas. You are concerned, however, to remain on good terms with those in authority, for without their cooperation, the paper cannot be successful.

You are particularly interested in the case of the school site. It seems to you that this is a heaven-sent opportunity for bridging some of the gaps that are beginning to rift society into two parts, black and white. An integrated school, bringing the children together in education, might, in one generation, eliminate racial strife. You see the rising debate as an opportunity for you to lead the community to a longer term solution of its problems by creating a new school between Allentown and Westchester Heights that would serve the interests of both. Alderman Moroney is a man who might be persuaded to support the integrated school, and whose influence would be beneficial.

You will edit and "broadcast" news items at the end of each "week." You are free, of course, to add your own editorials.

MRS. JOHN BARRINGTON, 62

You are President of a small residents' group in Westchester Heights, Good Neighbors, which is devoted to the improvement and maintenance of some of the nicer parts of Westchester Heights. The group has covenanted to maintain the value of the housing both by physically keeping up the gardens and painting the house exteriors at least once every three years, and by selling only to people approved by the group as a whole, so that the neighborhood keeps its beautiful old character.

The proposed site of the new school in Westchester Heights is at Humboldt Park, one of the loveliest green spots in Westchester Heights, which is a source of great inspiration to many Good Neighbors members, most of whom live quite close to it. There is no doubt that a new school would ruin the park as a recreation area for these people, many of whom in addition are quite elderly, and who are not in favor of having rowdy high school children disturbing the peaceful afternoons. There is no doubt that such a disruption would seriously detract from the natural beauty of this area.

You have long been prominent in Westchester Heights social life, and are known as a capable, shrewd, and determined woman. You are a major stockholder in the Examiner, and have found in the past that the Editor, Mr. Andersson, is often sympathetic to your views.

There is an additional concern for you personally in the school siting controversy. Unknown to the majority of residents in Westchester Heights, your father left you some property in Allentown around Ritter Square, land which has depreciated in value as the black population of the area has increased. Your land, adjoining the Allentown High School, has been suggested as a site for a new school, if the school is to be in Allentown rather than Westchester Heights. Your land in Allentown might at last be salable to the School Board; in addition, any proposed extensions to Allentown High School would make use of your landholdings. Selling the land for the building or extension of a school would not only be beneficial both to you and to those black children who so obviously deserve a bigger school; but it would also be a personal relief to you, since the militant Black Nation has been organizing demonstrations and rent strikes in the area. This really isn't just, since you have always provided decent housing for a fair rent. However, you are very cautious about being associated with this area as a landowner, because of the scandal that could arise.

LINCOLN P. BROWN, 28

You are the leader of a politically active group for civil rights, The Black Nation. The movement has been successful in the last three years in several conflicts, one of which forced a small supermarket which was exploiting the people of the neighborhood to close down. You are anxious that the momentum of the group keeps up, particularly as there is a city election due in six months, at which time you hope to get several members of your party onto the Council, in particular yourself.

You were a street-gang leader ten years ago, but your gang has settled down and now provides the nucleus for much of Allentown's community organization. The Black Nation, despite its militant rhetoric, has restricted itself to activities which could enlist the support of the whole black community. As a result, you must retain the backing both of the bulk of the community and of the younger militants who would like you to take a more aggressive position.

It is greatly in your interest to work in the present school siting issue. For one thing, you are shrewd enough to realize that almost any site selected will anger a good part of the population, which may help you to unseat the Alderman in this district, Al Moroney. The more controversy there is, the more the blame may fall on his shoulders, and you have therefore decided to make as much as you can of the situation and extend the debate as long as possible. You, of course, are in favor of the new school in Allentown in the long run as it is a great necessity to enlarge the educational choices of the black kids, whose opportunities at present are greatly limited. However, if the school is built in the Westchester Heights area, you may lose the confidence of the Allentown community, who have put their trust in you for justice to be done. You do not favor an integrated school, as you are concerned that the black community keep its identity.

SHIRLEY CROMWELL, 48

Member of the School Board, District 11.

You are a black woman with ten years experience as Principal of a grade school in Cleveland, Ohio; you were elected to the School Board in the Allentown/Westchester Heights area one year ago, and your regular job is part-time teaching in the School of Education in a downtown university. Being a Board member creates some difficulties for you, in that to some extent you are bound to cooperate with the other members of the Board although it is clear your views are, in comparison, fairly radical. You feel that to compromise yourself sometimes is worth it since you believe that working through the system is the best way of bringing about social change.

The facts about the school siting crisis have been presented to the Board in a report by Mamisco Associates, who examined the problem in all respects. Your preference is for the new Allentown school, since the children in Allentown are in greater need educationally than those in Westchester Heights. A background of poor education in Allentown has left its mark and many of the children are greatly deprived. An integrated school would be your second choice, although the cost is far too high. Although you often disagree with the other Board members, you are all in agreement that an entirely new school is, in the long term, the best possible solution.

JOHN PERCY CUNNINGHAM, 42

President of the PTA, Westchester Heights High School.

Your son, Richard, is in eleventh grade in the high school, and you are appalled by the miserable facilities the school can offer to its students. Indeed, the PTA has been campaigning for at least three years for complete rebuilding of most of the school, so that at least the classrooms might be of reasonable size and well-lit. The science labs are a disgrace. The acoustics in the (tiny) auditorium are impossible (as you have discovered many times when trying to speak at PTA meetings). How the Principal has put up with it this long you cannot imagine.

Up to now, the PTA complaints about the school building have been brushed aside by the School Board, except for a few minor improvements such as reflooring of the gym. However, Thromboyd, the Principal, has told you that the Superintendent's study has revealed the whole building unsound and unsanitary, and that it is likely that the whole school will be transferred to new buildings in Humboldt Park. You know that you have the backing of all the parents and all the teachers for this new school and you have decided to campaign all out to make sure that this decision goes through.

As a stockholder in the Examiner, you feel that you may be able to convince the Editor, Andersson, of the sore need for the new Westchester Heights school. You are not prejudiced against the blacks, but you feel that an integrated school can only result in lowering the quality of education. In addition, such an arrangement may well set off interracial conflict within the school.

MRS. DORA FERGUSON, 54

President of the PTA, Allentown High School.

As President of the PTA, you are spokesman for a group of parents who are deeply concerned about the kind of education their children are to have. In fact, one of the major aims of the PTA is to organize special classes for children who have difficulties in keeping up, particularly in the ninth and tenth grades. You are convinced that the reason for the difficulties of many of the kids at this stage is the size of the classes (about 40 per class). The problem is not so much lack of teachers, but lack of space. The school is desperately overcrowded already, and two mobile classrooms are to be brought in at the beginning of the next school year for regular classrooms. As things are going, the chances of having more room to reduce the size of the classes looks pretty slim.

However, you have heard that there is a possibility that a new school is to be built in the area. It seems to you that this might solve many of the problems of Allentown High, if it relieved the overcrowding. Most of the kids in school need special attention and education which more space would make possible. The building of an integrated school would certainly improve conditions, but you are concerned that those who remain at Allentown will continue to be neglected.

You have gained a lot of administrative experience in running these special classes, and have many friends in Allentown, through the PTA and through your church. Although Lincoln Brown and his friends have done some good for the community, you suspect that his tactics may sometimes be counter-productive.

AL MORONEY, 52

Alderman on the City Council; your ward covers almost all the Westchester Heights/Allentown area.

This is your fourth term in office and you are running for a fifth term in the elections in six months' time. Your seniority and influence in the Council have helped to gain many benefits for your ward, one which at the moment is undergoing much social change. The black community is growing at the expense of Westchester Heights. But you are not a man to stand in the way of change. Let tomorrow bring what tomorrow brings--you can cope with it.

Politically, you think of yourself as a pragmatist; your major support and, generally speaking, your sympathy are with the residents of Westchester Heights, but you are not a man to turn your back on the people on the other side of the tracks. No, sirree!

On the school issue, you are aware of the concern and emotion felt by the Westchester Heights community about their school facilities. The most important thing is to avoid controversy, especially with the elections coming up. A suggestion for an integrated school would foment all sorts of racial tension and lead to a long, drawn-out dispute. Therefore, you are in favor of a quick solution if possible; although the Westchester Heights school would be the best alternative, you realize the black community will need some financial aid for their school. Andersson, the Editor of the Examiner, is someone whose support would be most welcome to you on the school issue.

PATRICK O'CONNER, 36

Superintendent of District 11, Westchester Heights and Allentown, and member of the School Board.

You were hired by the school district a year ago when the former Superintendent retired. Your first major assignment was to make a study of the two high schools in the area, and you hired a company of consultants, Mamisco Associates, to report on the physical condition of the two schools. Their report is summarized in your Player's Manual.

Your previous experience has been in educational planning, and you have a reputation for competence and flair in the application of modern methods. You feel a deep idealistic commitment to the people of the district, and are sincerely concerned for their educational welfare. However, you also have a responsibility to keep costs down.

The Mamisco report recommends construction of a new school in Westchester Heights. This is certainly the best solution in terms of the needs of the district, and also the cheapest; however, there may be opposition from the Allentown community. You know the importance of flexibility, and wish to take the interests of both parts of the community into account. Experience has taught you that a new school, despite the initial expense, is far cheaper in the long run than piecemeal improvements which will only lead to more expenditure later. You are, therefore, opposed to any solution which does not include the construction of a new school.

The upcoming public meeting will give you a chance to judge the mood of the community, and to decide what course of action to propose.

JESSE D. SAMPSON, 48

Principal of Allentown High School.

You have been Principal of Allentown High School for eight years, and you know the community of Allentown well. It is an expanding community with growing political identity. You feel yourself to be very much a part of the community; but ideologically you do not support the more extreme elements in it. Your primary interest is in expanding the educational opportunities of the children in your school because you see that education is the only real key to success in an increasingly competitive world.

The school was built in 1959 and is in good shape, with quite a number of facilities including a large library. However, it is considerably overcrowded. You currently have one mobile classroom and next year's intake must be housed in more mobile classrooms, which will be put up in the playground. It is not clear yet whether this is a long-term trend, but you don't want to take that chance. A new school to take some of the growing population is essential, and your teaching staff is very much opposed to the idea of mobile classrooms in any case. A new school in the proximity of Allentown High School would allow expansion of your curriculum since special teachers and counselors could be shared between the two schools. There is no doubt in your mind that a new school in Allentown to serve the predominantly black population is desirable in the short term, and essential in the long run. It is also clear to you that unless this present crisis ends with the school in Allentown, there will be little hope of another for 25 years. Obviously, however, your ability to push your points publicly must be constrained by the positions of your employers, the School Board.

DWIGHT E. THROMBOYD, 58

Principal of the Westchester Heights High School.

You have been a member of the Westchester Heights community for many years, and are a well-known and respected member, a member also of the Rotary Club. You have never stood for political office, but prefer to exercise your influence more informally in the social network of Westchester Heights.

Your school is in lousy condition. It is an old (1897) building and more or less unconvertible; the classrooms are small, airless, and impersonal, besides the perpetual problem with heating. The Superintendent has informed you in confidence that the study he made showed that the building is structurally unsound, the fire escapes positively dangerous, and the washroom facilities unsanitary. Although it has been suggested to you that your school might be renovated in part, you are very much opposed to this, as it will not really solve most of the problems in the old building.

You realize, however, that you are in a rather difficult situation, in that the predominantly white population of Westchester Heights is not growing as fast as that of Allentown; in fact, the black community is undoubtedly expanding from Allentown into the margins of Westchester Heights. In order to maintain the high educational standards of the high school, it is imperative that you move your school into a new building.

An integrated school might solve some of the overcrowding problems of Allentown, but would also create a tense situation among the student body, and discipline problems could easily get out of hand. A successful move to a new building for the present student population would be a fitting culmination to your career.

Clearly your opportunities for arguing your position are constrained by whatever tentative decisions are made by your superiors on the School Board.

LOUIS ZIMMERMAN, 57

Chairman of the School Board, District 11.

You are a self-made man, whose small hardware shop has expanded into one of the city's major enterprises. You have won social and political acceptance in the Westchester Heights community, and have been a member of the School Board for fifteen years. You have worked hard for the Board, as you have in your business, and were made Chairman of the School Board two years ago.

You know the Allentown/Westchester Heights area very well, and have watched the deterioration of conditions in Allentown over the years with great sadness. Your main aim on the School Board is to maintain the standards of education; you do not believe in any of this nonsense about permissiveness. You are sympathetic to the demands of the black community for a fair deal, and in 1959 pushed for the construction of the Allentown school. However, some of their recent demands are excessive; they really want things to be made easy for them. It seems to you that it never hurt anyone to work hard for what they want.

You have studied the Mamisco report and are in agreement with its conclusions: it is Westchester Heights that needs the school, and this solution will be cheapest for the taxpayer in the long run. You agree with O'Connor that in the long run the maximum benefit is to be gained from building an entirely new school.